

**The Montana Standards for Music: K-8 General Music**

<b>Music: Creating</b>	<b>Anchor Standard # 1 : Generate and conceptualize artistic ideas and work</b>								
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.CR.1.Ka	MU.CR.1.1a	MU.CR.1.2a	MU.CR.1.3a	MU.CR.1.4a	MU.CR.1.5a	MU.CR.1.6a	MU.CR.1.7a	MU.CR.1.8a
	a. With guidance, <b>explore</b> and experience music concepts	a. With limited guidance, create <b>musical ideas</b> for a specific purpose	a. Improvise rhythmic and <b>melodic</b> patterns and <b>musical ideas</b> with set guidelines and for a specific purpose	a. Improvise rhythmic and <b>melodic</b> ideas for a specific purpose	a. Improvise rhythmic, <b>melodic</b> and <b>harmonic</b> ideas for a specific purpose	a. Improvise rhythmic, <b>melodic</b> and <b>harmonic</b> ideas for a specific purpose	a. Generate simple rhythmic, <b>melodic</b> and <b>harmonic phrases</b> within <b>AB</b> and <b>ABA</b> forms that convey <b>expressive intent</b>	a. Generate rhythmic, <b>melodic</b> and <b>harmonic phrases</b> and variations over <b>harmonic</b> accompaniments within <b>AB</b> , <b>ABA</b> or <b>theme and variation</b> forms that convey <b>expressive intent</b>	a. Generate rhythmic, <b>melodic</b> and <b>harmonic phrases</b> and <b>harmonic accompaniments</b> within <b>expanded forms</b> that convey <b>expressive intent</b>
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.CR.1.Kb	MU.CR.1.1b	MU.CR.1.2b	MU.CR.1.3b	MU.CR.1.4b	MU.CR.1.5b			
	b. With guidance, generate <b>musical ideas</b> in multiple tonalities and <b>meters</b>	b. With limited guidance, generate <b>musical ideas</b> in multiple tonalities and <b>meters</b>	b. Generate <b>musical patterns</b> and ideas in <b>major/minor tonality</b> and duple/triple <b>meter</b>	b. Generate <b>musical ideas</b> using rhythm and <b>melody</b> within a given <b>tonality</b> or <b>meter</b>	b. Generate <b>musical ideas</b> using rhythm, <b>melody</b> and <b>accompaniment patterns</b> within a given <b>tonality</b> or <b>meter</b>	b. Generate <b>musical ideas</b> using rhythm, <b>melody</b> and accompaniment with simple chord changes within a given <b>tonality</b> or <b>meter</b>			

**The Montana Standards for Music: K-8 General Music**

<b>Music: Creating</b>	<b>Anchor Standard # 2 : Organize and develop artistic ideas and work</b>								
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.CR.2.Ka	MU.CR.2.1a	MU.CR.2.2a	MU.CR.2.3a	MU.CR.2.4a	MU.CR.2.5a	MU.CR.2.6a	MU.CR.2.7a	MU.CR.2.8a
	a. With guidance, demonstrate and choose favorite <b>musical ideas</b>	a. With limited guidance, demonstrate and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b>	a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent <b>expressive intent</b>	a. Demonstrate selected <b>musical ideas</b> for a simple improvisation or <b>composition</b> to express purpose or <b>context</b>	a. Demonstrate selected and organized <b>musical ideas</b> for an improvisation, <b>arrangement</b> or <b>composition</b> to express purpose and <b>context</b>	a. Demonstrate selected and developed <b>musical ideas</b> for improvisations, <b>arrangements</b> or <b>compositions</b> to express purpose and <b>context</b>	a. Select, organize and construct personal <b>musical ideas</b> for <b>arrangements</b> and <b>compositions</b> within <b>AB</b> or <b>ABA</b> form that demonstrate an effective beginning, middle and ending and convey <b>expressive intent</b>	a. Select, organize and develop personal <b>musical ideas</b> for <b>arrangements</b> , songs and <b>compositions</b> within <b>AB</b> , <b>ABA</b> or <b>theme and variation</b> forms that demonstrate unity and variety and convey <b>expressive intent</b>	a. Select and organize personal <b>musical ideas</b> for <b>arrangements</b> , songs and <b>compositions</b> within <b>expanded forms</b> that demonstrate tension and release, unity, variety balance and convey <b>expressive intent</b>

	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.CR.2.Kb	MU.CR.2.1b	MU.CR.2.2b	MU.CR.2.3b	MU.CR.2.4b	MU.CR.2.5b	MU.CR.2.6b	MU.CR.2.7b	MU.CR.2.8b
	b With guidance, organize personal <b>musical ideas</b> using iconic notation and/or recording technology	b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal <b>musical ideas</b>	b Use iconic or standard notation and/or recording technology to combine, sequence and document personal <b>musical ideas</b>	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and <b>melodic musical ideas</b>	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, <b>melodic</b> and simple harmonic <b>musical ideas</b>	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, <b>melodic</b> and two-chord harmonic <b>musical ideas</b>	b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic <b>phrases, melodic phrases</b> and two-chord harmonic <b>musical ideas</b>	b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic <b>phrases, melodic phrases</b> and harmonic sequences	b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic <b>phrases, melodic phrases</b> and harmonic sequences

**The Montana Standards for Music: K-8 General Music**

<b>Music: Creating</b>	<b>Anchor Standard # 3 : Refine and complete artistic work</b>								
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.CR.3.Ka	MU.CR.3.1a	MU.CR.3.2a	MU.CR.3.3a	MU.CR.3.4a	MU.CR.3.5a	MU.CR.3.6a	MU.CR.3.7a	MU.CR.3.8a
	a. With guidance, apply personal, peer and teacher feedback in refining personal <b>musical ideas</b>	a. With limited guidance, discuss and apply personal, peer and teacher feedback to refine personal <b>musical ideas</b>	a. Interpret and apply personal, peer and teacher feedback to refine personal <b>musical ideas</b>	a. Evaluate, refine and document revisions to personal <b>musical ideas</b> , applying teacher-provided and collaboratively-developed criteria and feedback	a. Evaluate, refine and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time	a. Evaluate, refine and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback and explain rationale for changes	a. Evaluate their own work, applying teacher-provided criteria such as application of selected <b>elements of music</b> and use of <b>sound sources</b>	a. Evaluate their own work, applying selected criteria such as appropriate application of <b>elements of music</b> including style, form and use of <b>sound sources</b>	a. Evaluate their own work by selecting and applying criteria including appropriate application of <b>compositional</b> techniques, style, form and use of <b>sound sources</b>
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
							MU.CR.3.6b	MU.CR.3.7b	MU.CR.3.8b
							b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher	b. With limited guidance, convey <b>expressive intent</b> by presenting a final version of personal <b>musical ideas</b> to peers or informal audience	b. Describe the rationale for refining works by explaining their choices, based on evaluation criteria

**The Montana Standards for Music: K-8 General Music**

<b>Music: Performing</b>	<b>Anchor Standard # 4: Select, analyze and interpret artistic work for presentation</b>								
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.PR.4.Ka	MU.PR.4.1a	MU.PR.4.2a	MU.PR.4.3a	MU.PR.4.4a	MU.PR.4.5a	MU.PR.4.6a	MU.PR.4.7a	MU.PR.4.8a
	a. With guidance, <b>demonstrate</b> and state personal interest in varied musical selections	a. With limited guidance, <b>demonstrate</b> and discuss personal interest in, knowledge about and purpose of varied musical selections, including American Indian musical selections	a. <b>Demonstrate</b> and explain personal interest in, knowledge about and purpose of varied musical selections, including American Indian musical selections	a. <b>Demonstrate</b> and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose and <b>context</b>	a. <b>Demonstrate</b> and explain how the selection of music to perform is influenced by personal interest, knowledge, <b>context</b> and technical skill.	a. <b>Demonstrate</b> and explain how the selection of music to perform is influenced by personal interest, knowledge and <b>context</b> , as well as their personal and others' technical skill	a. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or <b>context</b> and explain why each was chosen, including American Indian musical selections as applicable.	a. Discuss and identify <b>expressive qualities</b> , technical challenges and reasons for choices when applying collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or <b>context</b> .	a. Explain <b>expressive qualities</b> , technical challenges and reasons for choices by applying personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or <b>context</b> .

Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
MU.PR.4.Kb	MU.PR.4.1b	MU.PR.4.2b	MU.PR.4.3b	MU.PR.4.4b	MU.PR.4.5b	MU.PR.4.6b	MU.PR.4.7b	MU.PR.4.8b
b. With guidance, <b>explore</b> and <b>demonstrate</b> awareness of music contrasts (high/low, loud/soft, same/different) in a variety of music selected for performance	b. With limited guidance, <b>demonstrate</b> knowledge of music concepts ( <b>beat</b> and <b>melodic</b> contour) in music from a variety of <b>cultures</b> selected for performance, including American Indian musical selections	b. <b>Demonstrate</b> knowledge of music concepts ( <b>tonality</b> and <b>meter</b> ) in music from a variety of <b>cultures</b> selected for performance, including American Indian musical selections	b. <b>Demonstrate</b> understanding of the <b>structure</b> (organization and sequence) in music selected for performance	b. <b>Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (rhythm, pitch, and form) in music selected for performance	b. <b>Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (such as rhythm, pitch, form and <b>harmony</b> ) in music selected for performance	b. Explain how understanding of the <b>structure</b> and the <b>elements of music</b> are used in music selected for performance	b. Explain and <b>demonstrate</b> the <b>structure</b> of contrasting pieces of music selected for performance and how <b>elements of music</b> are used in each	b. Compare the <b>structure</b> of contrasting pieces of music selected for performance, explaining how the <b>elements of music</b> are used in each
Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
MU.PR.4.Kc	MU.PR.4.1c	MU.PR.4.2c	MU.PR.4.3c	MU.PR.4.4c	MU.PR.4.5c	MU.PR.4.6c	MU.PR.4.7c	MU.PR.4.8c
c. Read and perform rhythmic patterns using iconic or standard notation	c. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation	c. When analyzing selected music, read and perform rhythmic and <b>melodic</b> patterns using iconic or standard notation.	c. When analyzing selected music, read and perform rhythmic patterns and <b>melodic phrases</b> using iconic and standard notation	c. When analyzing selected music, read and perform using iconic and/or standard notation	c. When analyzing selected music, read and perform using standard notation	c. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation and dynamics	c. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo and form	c. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, <b>melodic</b> , and/or <b>harmonic</b> notation

	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.PR.4.Kd	MU.PR.4.1d	MU.PR.4.2d	MU.PR.4.3d	MU.PR.4.4d	MU.PR.4.5d	MU.PR.4.6d	MU.PR.4.7d	MU.PR.4.8d
	d. With guidance, <b>demonstrate</b> awareness of <b>expressive qualities</b> (voice quality, dynamics and tempo) that support the creators' <b>expressive intent</b>	d. <b>Demonstrate</b> and describe music's <b>expressive qualities</b> (dynamics and tempo)	d. <b>Demonstrate</b> understanding of <b>expressive qualities</b> (dynamics and tempo) and how creators use them to convey <b>expressive intent</b>	d. <b>Demonstrate</b> and describe how intent is conveyed through <b>expressive qualities</b> (dynamics and tempo).	d. <b>Demonstrate</b> and explain how intent is conveyed through interpretive decisions and <b>expressive qualities</b> (dynamics, tempo and timbre)	d. <b>Demonstrate</b> and explain how intent is conveyed through interpretive decisions and <b>expressive qualities</b> (dynamics, tempo, timbre and articulation/style).	d. Perform a selected piece of music demonstrating how intent is conveyed through their interpretations of the <b>elements of music</b> and the <b>expressive qualities</b> (dynamics, tempo, timbre, articulation/style and phrasing).	d. Perform contrasting pieces of music demonstrating how intent is conveyed through their interpretations of the <b>elements of music</b> and <b>expressive qualities</b> (dynamics, tempo, timbre, articulation/style, and phrasing)	d. Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the <b>elements of music</b> and <b>expressive qualities</b> (such as dynamics, tempo, timbre, articulation/style, and phrasing).
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
				MU.PR.4.3e	MU.PR.4.4e	MU.PR.4.5e	MU.PR.4.6e	MU.PR.4.7e	MU.PR.4.8e
				e. Describe how <b>context</b> (personal and social) can inform a performance	e. Describe how social and historical <b>context</b> , informs a performance	e. Describe how social, historical and cultural <b>context</b> informs a performance	e. Explain how cultural and historical <b>context</b> inform performances	e. Explain how cultural and historical <b>context</b> inform performances and result in different musical interpretations	e. Explain how cultural and historical <b>context</b> inform performances and result in different musical effects

**The Montana Standards for Music: K-8 General Music**

The Montana Standards for Music: K-8 General Music									
<b>Music: Performing</b>	<b>Anchor Standard # 5: Develop and refine artistic techniques and work for presentation</b>								
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.PR.5.Ka	MU.PR.5.1a	MU.PR.5.2a	MU.PR.5.3a	MU.PR.5.4a	MU.PR.5.5a	MU.PR.5.6a	MU.PR.5.7a	MU.PR.5.8a
	a. With guidance, apply personal, teacher, and peer feedback to refine performances	a. With limited guidance, apply personal, teacher and peer feedback to refine performances	a. Apply <b>established criteria</b> to judge the accuracy, expressiveness and effectiveness of performances	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of <b>ensemble</b> performances	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of <b>ensemble</b> and personal performances	a. Apply teacher-provided and <b>established criteria</b> and feedback to evaluate the accuracy and expressiveness of <b>ensemble</b> and personal performances	a. Identify and apply teacher-provided criteria to rehearse, refine and determine when a piece is ready to perform	a. Identify and apply collaboratively-developed criteria to rehearse, refine and determine when music is ready to perform	a. Identify and apply personally-developed criteria to rehearse, refine and determine when music is ready to perform.
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.PR.5.Kb	MU.PR.5.1b	MU.PR.5.2b	MU.PR.5.3b	MU.PR.5.4b	MU.PR.5.5b	MU.PR.5.6b	MU.PR.5.7b	MU.PR.5.8b
	b. With guidance, use suggested strategies in rehearsal to improve the <b>expressive qualities</b> of music	b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music	b. Within rehearsal, identify and apply strategies to address interpretive, performance, and technical challenges of music	b. Rehearse to refine technical accuracy, <b>expressive qualities</b> and identified performance challenges	b. Rehearse to refine technical accuracy and <b>expressive qualities</b> and address performance challenges	b. Rehearse to refine technical accuracy and <b>expressive qualities</b> to address challenges and show improvement over time	b. Rehearse to refine technical accuracy and <b>expressive qualities</b> to address challenges and show improvement over time	b. Rehearse to refine technical accuracy and <b>expressive qualities</b> to address challenges and show improvement over time	b. Rehearse to refine technical accuracy and <b>expressive qualities</b> to address challenges and show improvement over time



**The Montana Standards for Music: K-8 General Music**

Music: Performing	<b>Anchor Standard # 6: Convey meaning through the presentation of artistic work</b>								
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.PR.6.Ka	MU.PR.6.1a	MU.PR.6.2a	MU.PR.6.3a	MU.PR.6.4a	MU.PR.6.5a	MU.PR.6.6a	MU.PR.6.7a	MU.PR.6.8a
	a. With guidance, perform music with expression	a. With limited guidance, perform music for a specific purpose with expression	a. Perform music for a specific purpose with expression and technical accuracy	a. Perform music with expression and technical accuracy	a. Perform music, alone or with others with expression, technical accuracy, appropriate interpretation and awareness of culturally appropriate practices, including American Indian cultural <b>contexts</b> .	a. Perform music, alone or with others, with expression, technical accuracy, appropriate interpretation and awareness of culturally appropriate practices, including American Indian cultural <b>contexts</b> .	a. Perform the music with technical accuracy to convey the creator's intent including culturally authentic practices, including American Indian cultural <b>contexts</b> .	a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent, including culturally authentic practices, including American Indian cultural <b>contexts</b> .	a. Perform the music with technical accuracy, stylistic expression and culturally authentic practices in music to convey the creator's intent, including American Indian cultural <b>contexts</b> .

	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.PR.6.Kb	MU.PR.6.1b	MU.PR.6.2b	MU.PR.6.3b	MU.PR.6.4b	MU.PR.6.5b	MU.PR.6.6b	MU.PR.6.7b	MU.PR.6.8b
	b. Perform appropriately for the audience	b. Perform appropriately for the audience and purpose	b. Perform appropriately for the audience and purpose	b. <b>Demonstrate performance and audience etiquette</b> appropriate for the <b>context</b> and venue	b. <b>Demonstrate performance and audience etiquette</b> appropriate for the <b>context</b> , venue and genre	b. <b>Demonstrate performance and audience etiquette</b> appropriate for the <b>context</b> , venue, genre and style	b. <b>Demonstrate performance and audience etiquette</b> for venue, purpose, <b>context</b> and style	b. <b>Demonstrate performance and audience etiquette</b> for venue, purpose, <b>context</b> and style	b. <b>Demonstrate performance and audience etiquette</b> for venue, purpose, <b>context</b> and style

### The Montana Standards for Music: K-8 General Music

The Montana Standards for Music: K-8 General Music									
<b>Music: Responding</b>	<b>Anchor Standard # 7: Perceive and analyze artistic work</b>								
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.RE.7.Ka	MU.RE.7.1a	MU.RE.7.2a	MU.RE.7.3a	MU.RE.7.4a	MU.RE.7.5a	MU.RE.7.6a	MU.RE.7.7a	MU.RE.7.8a
	a. With guidance, list personal interests and experiences and <b>demonstrate</b> why they prefer some musical selections over others	a. With limited guidance, identify and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific purposes	a. Explain and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific purposes	a. <b>Demonstrate</b> and describe how selected music connects to and is influenced by specific interests, experiences or purposes	a. <b>Demonstrate</b> and explain how selected music connects to and is influenced by specific interests, experiences, purposes or <b>contexts</b>	a. <b>Demonstrate</b> and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes or <b>contexts</b>	a. Select music to listen to and explain the connections to specific interests or experiences for a specific purpose	a. Select contrasting music to listen to and compare connections to specific interests or experiences for a specific purpose	a. Select programs of music, live or recorded, and <b>demonstrate</b> the connections to an interest or experience for a specific purpose


Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
MU.RE.7.Kb	MU.RE.7.1b	MU.RE.7.2b	MU.RE.7.3b	MU.RE.7.4b	MU.RE.7.5b	MU.RE.7.6b	MU.RE.7.7b	MU.RE.7.8b
b. With guidance, <b>demonstrate</b> how a specific music concept ( <b>beat</b> or <b>melodic</b> direction) is used in music	b. With limited guidance, <b>demonstrate</b> and identify how specific music concepts ( <b>beat</b> or pitch) are used in various styles of music for a purpose	b. Describe how specific music concepts are used to support a specific purpose in music	b. <b>Demonstrate</b> and describe how a response to music can be informed by the <b>structure</b> , the use of the <b>elements of music</b> and <b>context</b> (personal and social)	b. <b>Demonstrate</b> and explain how responses to music are informed by the <b>structure</b> , the use of the elements of music and social and cultural <b>context</b> , including those of American Indians	b. <b>Demonstrate</b> and explain, citing evidence, how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> and social, cultural and historical <b>context</b> , including those of American Indians	b. Describe how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of musical pieces	b. Classify and explain how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of contrasting musical pieces	b. Compare how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> within varied programs of music
Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
						MU.RE.7.6c	MU.RE.7.7c	MU.RE.7.8c
						b Identify the <b>context</b> of music from a variety of genres, <b>cultures</b> and historical periods, including the history and <b>cultures</b> of American Indians	b Identify and compare the <b>context</b> of music from a variety of genres, <b>cultures</b> and historical periods, including the history and <b>cultures</b> of American Indians	b Identify and compare the <b>context</b> of programs of music from a variety of genres, <b>cultures</b> and historical periods, including the history and <b>cultures</b> of American Indians

The Montana Standards for Music: K-8 General Music

Music: Responding	Anchor Standard # 8: Construct meaningful interpretations of artistic works								
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.RE.8.Ka	MU.RE.8.1a	MU.RE.8.2a	MU.RE.8.3a	MU.RE.8.4a	MU.RE.8.5a	MU.RE.8.6a	MU.RE.8.7a	MU.RE.8.8a
	a. With guidance, <b>demonstrate</b> awareness of <b>expressive qualities</b> (dynamics and tempo) that reflect the <b>expressive intent</b> of the creator or performer	a. With limited guidance, <b>demonstrate</b> and identify <b>expressive qualities</b> (dynamics and tempo) that reflect the <b>expressive intent</b> of the creator or performer	a. <b>Demonstrate</b> knowledge of music concepts and how they support the intent of the creator or performer	a. <b>Demonstrate</b> and describe how <b>expressive qualities</b> (dynamics and tempo) are used by performers to interpret and reflect <b>expressive intent</b>	a. <b>Demonstrate</b> and explain how <b>expressive qualities</b> (dynamics, tempo and timbre) are used in personal and group interpretations to reflect <b>expressive intent</b>	a. <b>Demonstrate</b> and explain how <b>expressive qualities</b> (dynamics, tempo, timbre and articulation) are used in personal and group interpretations to reflect <b>expressive intent</b>	a. Describe a personal interpretation of how creators and performers apply the <b>elements of music</b> and <b>expressive qualities</b> within genres, and cultural and historical <b>context</b> , including American Indian history and <b>culture</b> , to convey <b>expressive intent</b> .	a. Describe a personal interpretation of contrasting works and explain how creators and performers apply the <b>elements of music</b> and <b>expressive qualities</b> within genres, <b>cultures</b> and historical periods, including American Indian history and <b>culture</b> , to convey <b>expressive intent</b>	a. Support personal interpretation of contrasting programs of music and explain how creators or performers apply the <b>elements of music</b> and <b>expressive qualities</b> within genres, <b>cultures</b> and historical periods, including American Indian history and <b>culture</b> , to convey <b>expressive intent</b>

The Montana Standards for Music: K-8 General Music

Music: Responding	Anchor Standard # 9: Apply criteria to evaluate artistic work								
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.RE.9.Ka	MU.RE.9.1a	MU.RE.9.2a	MU.RE.9.3a	MU.RE.9.4a	MU.RE.9.5a	MU.RE.9.6a	MU.RE.9.7a	MU.RE.9.8a
	a. With guidance, apply personal and expressive preferences in the evaluation of music	a. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes	a. Apply personal and expressive preferences in the evaluation of music for specific purposes	a. Evaluate musical works and performances, applying <b>established criteria</b> and describe appropriateness to the <b>context</b>	a. Evaluate musical works and performances, applying <b>established criteria</b> , and explain appropriateness to the <b>context</b>	a. Evaluate musical works and performances, applying <b>established criteria</b> and explain appropriateness to the <b>context</b> , citing evidence from the <b>elements of music</b>	a. Apply teacher-provided criteria to evaluate musical works or performances	a. Select from teacher-provided criteria to evaluate musical works or performances	a. Apply suitable personally-developed criteria to evaluate musical works or performances

The Montana Standards for Music: K-8 General Music	
	Anchor Standard # 10: Synthesize and relate knowledge and personal experiences to make art

	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.CN.10.Ka	MU.CN.10.1a	MU.CN.10.2a	MU.CN.10.3a	MU.CN.10.4a	MU.CN.10.5a	MU.CN.10.6a	MU.CN.10.7a	MU.CN.10.8a
	a. With guidance, recognize and name an emotion experienced when creating, performing and responding to music	a. Recognize and name an emotion experienced when creating, performing and responding to music	a. Identify and explain an emotion experienced when creating, performing and responding to music, and relate it to a personal experience	a. Identify and explain an emotion experienced when creating, performing and responding to music, and relate it to a personal experience	a. Convey personal emotion using simple <b>elements of music</b>	a. Connect interests, knowledge, <b>culture</b> and skills to personal choices and intent when creating, performing and responding to music	a. Connect interests, knowledge, <b>culture</b> and skills to personal choices and intent when creating, performing and responding to music	a. <b>Demonstrate</b> how a musical experience forms an emotional, physical and cultural connection to peers, teachers and community	a. <b>Demonstrate</b> how a musical experience forms an emotional, physical and cultural connection to peers, teachers and community

The Montana Standards for Music: K-8 General Music									
Music: Connecting	Anchor Standard # 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians								
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.CN.11.Ka	MU.CN.11.1a	MU.CN.11.2a	MU.CN.11.3a	MU.CN.11.4a	MU.CN.11.5a	MU.CN.11.6a	MU.CN.11.7a	MU.CN.11.8a
	a. With guidance recognize relationships between music, arts and daily life	a. With guidance recognize relationships between music, arts and daily life	a. Recognize relationships between music, arts and daily life	a. Recognize relationships between music, arts and daily life.	a. <b>Demonstrate</b> understanding of relationships between music, arts, other disciplines and daily life	a. <b>Demonstrate</b> understanding of relationships between music, arts, other disciplines and daily life	a. <b>Demonstrate</b> understanding of relationships between music and the other arts, other disciplines, varied <b>contexts</b> and daily life	a. <b>Demonstrate</b> understanding of relationships between music and the other arts, other disciplines, varied <b>contexts</b> and daily life	a. <b>Demonstrate</b> understanding of relationships between music and the other arts, other disciplines, varied <b>contexts</b> and daily life
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
	MU.CN.11.Kb	MU.CN.11.1b	MU.CN.11.2b	MU.CN.11.3b	MU.CN.11.4b	MU.CN.11.5b	MU.CN.11.6b	MU.CN.11.7b	MU.CN.11.8b
	b. With guidance, recognize American Indian music	b. Recognize American Indian music	b. With guidance, identify patterns in American Indian music	b. Identify patterns in American Indian music	b. With teacher direction perform simple forms of American Indian music	b. Perform and describe common forms of American Indian music.	b. Compare and perform varied styles of American Indian music	b. Compare and perform varied styles of American Indian music	b. Compare and perform varied styles of American Indian music

## Music Glossary of Terms

**AB** - musical form consisting of two sections, A and B, which contrast with each other (binary form)

**ABA** - musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form)

**accompaniment pattern** - a musical part that supports or partners a solo instrument, voice, or group; ranges from simple (drone or bordun) to complex (chord progression)

**arrangement** - setting or adaptation of an existing musical composition

**audience etiquette** - social behavior observed by those attending musical performances and which can vary depending upon the type of music performed

**beat** - underlying steady pulse present in most music

**cadence** - a melodic or harmonic configuration or sequence that creates a sense of resolution

**chord progression** - series of chords sounding in succession; certain progressions are typical in particular styles/genres of music

**coda** - an expanded cadence or ending to a musical work

**composition** - original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording

**context** - environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence

**Context, cultural:** values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

**Context, historical:** conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience

**Context, personal:** unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

**Context, social:** environment surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

**culturally authentic performance** - presentation that reflects practices and interpretation representative of the style and traditions of a **culture**



**culture** - values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food. In Montana, culture may apply specifically to American Indian tribes including but not limited to Salish, Pend d'Oreille, Kootenai, Blackfeet, Chippewa, Plains Cree, Gros Ventre, Assiniboine, Sioux, Northern Cheyenne, Crow, or Little Shell Chippewa

**cyclical structure** - musical form characterized by the return or “cycling around” of significantly recognizable themes, motives, and/or patterns across movements

**demonstrate** - show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments

**duple meter** - grouping of beats and divisions of beats in music in sets of two

**Elements of music** - basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music

**emerging ensemble** - group of individuals organized to perform artistic work, featuring instrumentation such as guitar, American Indian, iPad, mariachi, steel drum or pan, Taiko drumming

**ensemble** - group of individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, American Indian, iPad, mariachi, steel drum or pan, Taiko drumming

**established criteria** - traits or dimensions for making quality judgments in music of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time

**expanded form** - basic form (such as AB, ABA, rondo or theme and variation) expanded by the addition of an introduction, transition, and/or coda

**explore** - discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music

**expressive intent** - the emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music

**expressive qualities** - qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity

**harmony** - chord structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions

**introduction** - section which opens a musical work, generally preceding the A or theme section

**major** - tonality built around the major scale, in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half

**melody** - linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music

**meter** - grouping of beats and divisions of beats in music, often in sets of twos (duple meter) or threes (triple meter)

**minor** - tonality built around the minor scale, in which one characteristic feature is a half-step between the second and third tones; the three forms of the minor scale are natural, harmonic, and melodic

**musical idea** - idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece

**musical pattern** - see *musical idea*

**performance etiquette** - aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a musical performance, such as stage presence, etiquette, and appropriate attire

**phrase** - musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text

**sound source** - a producer of sound, e.g. instrumental (traditional and non-traditional), personal (vocal and body percussion), environmental (found sounds), or electronic

**structure** - totality of a musical work; overall organization and sequence of a musical work

**theme and variations** - musical form in which a melody is presented and then followed by two or more sections presenting variations of that melody

**tonality** - tonic or key tone around which a piece of music is centered

**transition** - musical material which provides a bridge from one section to another in a musical work

**triple meter** - grouping of beats and divisions of beats in music in sets of threes